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in nature, and a hand skilled in delineating the impressions made by natural scenery on the mind. There is no attempt to collect and impart novelties in the way of information, or to throw new light on scenes of ancient historic renown. We have no elaborate descriptions of the remains of ancient art, or the miracles of modern ; we have no attempts at philosophical analysis of national character ; no disquisition on literature ; and few sketches of manners. But we are entertained with a lively succession of adventures, told in an easy way, like that of an intelligent traveller, amusing his friends, after his return, by the domestic fireside.

8. — *General History of Civilization in Europe, from the Fall of the Roman Empire to the French Revolution. Translated from the French of M. GUIZOT, Professor of History to "La Faculté des Lettres" of Paris, and Minister of Public Instruction. First American from the second English Edition. New York : D. Appleton & Co. 12mo. pp. 346.*

WE rejoice to see an English translation, respectably executed, of Guizot's lectures on the "History of Civilization in Europe." We know not who the translator is ; but, from the circumstance that his Preface is dated at Oxford, presume that he is among the scholars attached to that University, who, by the attention they have recently paid to French and German letters, as evinced by numerous translations, and works partly original and partly compiled, seem no longer inclined to keep the literature and scholarship of England so exclusively insular, as they have been in former times. Thanks are particularly due to them, and their brethren at Cambridge, for introducing to their countrymen the historical works of Niebuhr, Müller, and other eminent scholars on the continent. On this side of the Atlantic, we are slowly profiting from their labors by the reprints that are occasionally issued. The work now before us amply deserved its presentation to the English and American people. Its author, as is well known, was associated with Cousin and Villemain in delivering courses of lectures at Paris, during several successive years. Their merit attracted crowded audiences, while, to gratify the curiosity of those who were not able to attend, the lectures were published weekly from the notes of stenographers. They were, however, revised by the authors previous to publication, and may

therefore be considered as authentic. The two other lecturers treated respectively of philosophy and literature ; while Guizot confined himself to history, the object of his early and constant attention.

We mention these circumstances, because they account for some peculiarities of manner in the present publication. The work is, in fact, a series of brilliant disquisitions on the history of Europe, drawn up in the most popular form, and in a more rhetorical style, than appears altogether becoming for so grave a subject. There is hardly an attempt at the narration of particular events, but the grouping together of general facts is striking and often picturesque in its effect, and the reasoning, if not always profound, is certainly ingenious. Add to these qualities a perfectly lucid manner, an admirable arrangement of topics, and a keen perception evinced of the distinctive qualities of different institutions and systems of society, and you have an entertaining and instructive book. We can hardly object to some national traits of character in the mode of treating the subject, since they are displayed in such an unconscious and amusing fashion. The writer is a thorough Frenchman. He has a passion for bold and sweeping views and hasty generalizations. The expression too, without being positively arrogant, has an air of easy confidence, of more perfect reliance on the correctness of the opinions advanced, than is altogether warranted by the array of proofs. The reader is sometimes stunned by rhetoric, rather than convinced by sober appeals to his understanding.

This dashing and off-hand mode of speculating on abstract topics strikes us as peculiarly French. It is even more conspicuous in the lectures of Cousin and Villemain, than in the work before us. Here, it is in a great measure excused by the nature of the subject and the limited intentions of the writer. He has aimed at a survey of European history from the highest point of view, where only the most general and prominent facts come into notice. His object was, to arrange these facts in orderly succession, as causes and effects, and to show the bearing of each on his main subject, the progress of European civilization. The limited time allotted made it necessary to go over the ground with great rapidity; and accordingly he travels over the annals of Europe as if equipped with seven-league boots. With hardly a glance at particular events, he seizes on the prominent traits in the history of each century, and the character of the various political and religious institutions, and shows how these

assisted or retarded the developement of society and of the individual. Owing to this rapid execution, the inductions often rest on a narrow basis of facts, and the writer seems frequently to make perilous leaps from premises to conclusions. His learning, also, appears in a manner strikingly contrasted with the display of painful erudition by the German historians. There is no parade of references, no sifting of authorities, and but little discussion of the conflicting opinions of former writers. But, from the lecturer's unpretending familiarity with the subject, and his easy way of stating a fact as the necessary result of causes previously examined, one can hardly find it in his heart to be skeptical. On the whole, the work deserves high praise as an introduction to the philosophy of history. The writer's views are liberal, and his speculations throw a new and pleasing light on most interesting points in the annals of Europe. We propose soon to recur to the volume, and to treat its subject somewhat at large.

- 9.—*How shall I govern my School? Addressed to Young Teachers; and also adapted to assist Parents in Family Government.* By E. C. WINES, Author of "Two Years and a Half in the Navy," and "Hints on a System of Popular Education." Philadelphia: W. Marshall & Co. 12mo. pp. 309.

MOST writers on education have some hobby of their own, which they ride with an exclusive fondness for that particular exercise. The views of such men are consequently partial and one-sided. Founded on the consideration of one part of human nature, or upon some theory of improvable-ness or perfectibility, their schemes are generally very ingenious on paper, but wholly unsuccessful in application. It often happens that very experienced teachers fall into mistakes of this kind; and speculative writers on education rarely escape them. But the author of the book with the rather *questionable* title, given above, is remarkably free from vague enthusiasm and theoretical projects. Taking human nature as he finds it, scrutinizing its powers, passions, and weaknesses with the eye of a philosopher, he applies the results of this scrutiny to the government of a school, in a plain, practical, and common-sense manner. He discusses his subject methodically, beginning with some exceedingly sound considerations upon the responsibility of